

Figure 19
Protocol for Observation and Discussion of a Research Lesson

OBSERVATION OF RESEARCH LESSON

1. Do not help students or otherwise interfere with the natural flow of the lesson.
2. Collect data as requested in advance by the research lesson planning team, or focus your observation on the “points to notice” laid out in their instructional plan.

DISCUSSION OF RESEARCH LESSON

1. **The Instructor’s Reflections.** The instructor describes her or his aims for today’s lesson, comments on what went well and on any difficulties, and reflects on what was learned in planning and conducting today’s lesson (5 minutes or less).
2. **Background Information from the Lesson Study Group Members.** The lesson study team members explain their goals for students (both lesson goals and long-term goals) and why they designed the lesson (and unit) as they did. They describe changes made to the lesson design over time.
3. **Presentation and Discussion of Data from the Research Lesson.** Lesson study team members (followed by observers, if any) present and discuss data on student learning, engagement, and behavior from the research lesson and the larger unit of which it is a part. The data may include student work, a record of questions by the teacher and/or students, narrative records of all activities by particular children, record of the blackboard, etc., that have been agreed upon in advance. What do the data suggest about the students’ progress on the lesson goals and goals for long-term development?
4. **General Discussion.** A brief free discussion period, facilitated by a moderator, may be provided. The focus is on student learning and development, and on how specific elements of lesson design promoted these. The moderator may elicit and group comments, or designate particular themes for discussion, so that there is ordered discussion of key issues, rather than a “point-volleying session.”* Comments of a sensitive nature may be conveyed privately at a later time.
5. **Outside Commentator** (optional). An invited outside commentator may discuss the lesson.
6. **Thanks.** Particularly if the gathering is large, it is common for an administrator to thank the instructor, planners, and attendees for their work to improve instruction. In addition, participants usually begin their comments by thanking the lesson instructor and mentioning something they learned from watching the lesson.

*From Clea Fernandez

Note: This protocol is based on the discussion agenda from *Can You Lift 100 Kilograms?* (www.lessonresearch.net), and on the more detailed protocols available at www.globaledresources.com and www.tc.edu/centers/lessonstudy/.